**Grades 6-12 ELA Lesson Plan**

**Teacher:** Tucker **Grade/Course:** 6/ELA **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_*Day One*

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| **Unit Title:** Perspectives and Point of View | | **Corresponding Unit Task:**  Task 1 |
| **Unit EQ(s):** | 1. How do readers compare/contrast texts across different genres? 2. How do authors use different forms and genres to portray similar themes? | |
| **Essential Vocabulary** | Point of view, theme, biography, author’s purpose, speaker tone, audience, compare and contrast, fair and just. | |
| **Materials/Resources** | Paper, pencils, pens | |
| **Activating Strategy/ Bell Ringer** | Describe/write about a time when you felt a situation was unfair. Describe the situation. What were the results?  What are some things you see in the world that are unfair or unjust? | |
| **Balanced Literacy Components Addressed:**   * Reading * Writing * Word Study * Speaking & Listening   **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Common Core State Standards:**  RI. 6.9, RL 6.9, SL 6.2, L 6.6, W 6.2  **I Can Statements:**   * brainstorm ideas * discuss a topic with my classmates * examine different points of view by using tone and perspective * analyze non-fiction text from different sources and different authors   **Instructional Plan:**   * Introduce new vocabulary.   + What is fairness?   + What is justice? * Give each student a table and a word to do the following:   + Part of speech   + Definition   Declarative  Interrogative  Imperative  Exclamatory   * + Picture   + Sentence * Post in room. | |
| **Closing/Summarizing Strategy** | Stand up for Justice:  Students will respond to pictures by standing for the pictures that depict justice and sitting down for unjust pictures. | |

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| **Differentiation Strategies** | **Extension** | **Intervention** | **Language Development** |
|  | Provide students with key vocabulary prior to class. | Provide students with key vocabulary prior to class. |
| **Assessment(s)** | Students will demonstrate their understanding of just/unjust based on their responses to the closing strategy. | | |
| **Reflection** |  | | |

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| **Unit Title:** Perspectives and Point of View | | **Corresponding Unit Task:**  Task 1 |
| **Unit EQ(s):** | 1. How do readers compare/contrast texts across different genres? 2. How do authors use different forms and genres to portray similar themes? | |
| **Essential Vocabulary** | Point of view, theme, biography, author’s purpose, speaker tone, audience, compare and contrast, fair and just. | |
| **Materials/Resources** | Paper, pencils, pens | |
| **Activating Strategy/ Bell Ringer** | Do a gallery walk and record definitions. | |
| **Balanced Literacy Components Addressed:**   * Reading * Writing * Word Study * Speaking & Listening   **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Common Core State Standards:**  RI. 6.9, RL 6.9, SL 6.2, L 6.6, W 6.2  **I Can Statements:**   * brainstorm ideas * discuss a topic with my classmates * examine different points of view by using tone and perspective * analyze non-fiction text from different sources and different authors   **Instructional Plan:**   * Review vocabulary.   What is fairness?  What is justice?   * Students will work in groups of 3-4 to brainstorm a list of activities, occupations or other areas that interest them. Allow them to discuss ways in which they believe those products, occupations or activities are made available for them to enjoy. Share with them the fact that persons of many nationalities and ethnic groups were not always allowed to share or participate in the activities, occupations or other areas in which they have shown interest. In their small groups, have students come up with a list of reasons why people might be prohibited from enjoying these activities. Ask students if the reasons they come up with always fair and just. Provide them the opportunity to share why or why not. Have someone from each group present the reasons they think might be the causes of these differences.   Example Questions:  What are some things you enjoy doing? What would you like to be when you grow up?  How are these activities/choices made available to you?  Does everyone have access to these activities/choices?  If not, why not? Are these reasons fair and just?  What are some things you see in the world that are not fair and just?   * After the previous discussion, have students view the persons from the photo “Greensboro Sit-in” #13. Model how an examination of photographic facts can reveal valuable information. Share reactions and interpretations with students in the form of a Think-Aloud and model recording these thoughts using the S.I.G.H.T. method graphic organizer to analyze the photograph. Have at least three additional photographs from the same time period available for students to view. Students will work in groups of three to select one photo to analyze using the same graphic organizer. | |
| **Closing/Summarizing Strategy** | KWL chart | |

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| **Differentiation Strategies** | **Extension** | **Intervention** | **Language Development** |
|  | During the brainstorm of products, occupations, and activities they enjoy and other people might not, low proficient students might need visuals and to be guided with yes/no questions. Several students may have suffered injustices in the past and they will be able to relate to the topic. | Model & Support – During the modeling of the examination of photographic facts, the teacher will assign a peer buddy to assist the ESL student in filling in the information in the graphic organizer. |
| **Assessment(s)** | Students will demonstrate their understanding based on their responses to KWL chart. | | |
| **Reflection** |  | | |

**Grades 6-12 ELA Lesson Plan**

**Teacher:** Tucker **Grade/Course:** 6/ELA **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_*Day Three*

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| **Unit Title:** Perspectives and Point of View | | **Corresponding Unit Task:**  Task 1 |
| **Unit EQ(s):** | 1. How do readers compare/contrast texts across different genres? 2. How do authors use different forms and genres to portray similar themes? | |
| **Essential Vocabulary** | Point of view, theme, biography, author’s purpose, speaker tone, audience, compare and contrast, fair and just | |
| **Materials/Resources** | Paper, pencils, pens | |
| **Activating Strategy/ Bell Ringer** | 1. Homework 2. Prompt: When is change good? Why is change both exciting and scary? | |
| **Balanced Literacy Components Addressed:**   * Reading * Writing * Word Study * Speaking & Listening   **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Common Core State Standards:**  RI. 6.9, RL 6.9, SL 6.2, L 6.6, W 6.2  **I Can Statements:**   * brainstorm ideas * discuss a topic with my classmates * examine different points of view by using tone and perspective * analyze non-fiction text from different sources and different authors   **Instructional Plan:**   * Brainpop video to introduce who Rosa Parks was * Rosa Parks – “ I was not Alone”   + In cooperative pairs, have students read Rosa Parks’ “I Was Not Alone” and complete the Double Entry Diary. Allow them to share some of their responses. Ask students to discuss how Rosa Parks introduced, illustrated and elaborated on this major event in her life.   + Discuss as a class, how the topic of civil rights is presented in diverse media and formats and how these formats contribute to the topic or issue under study. Students can discuss how their responses to the photographs compare to the response elicited by the Rosa Parks excerpt. * Langston Hughes – “I look at the World”   + Instruct students to read the poem “I Look at the World” by Langston Hughes and complete the Episodic Notes graphic organizer. Again, have students think about how the poem compares to the photographs and the Rosa Parks excerpt. In what ways do the three seem similar? How are they different? As a class come together to create a Venn-Diagram that represents the similarities and differences between these texts that have been read so far. | |
| **Closing/Summarizing Strategy** | Comparison chart | |

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| **Differentiation Strategies** | **Extension** | **Intervention** | **Language Development** |
|  | Comprehensible Input – Ask students to read silently while the teacher reads Rosa Parks’ “I Was Not Alone”. Use gestures, act out, and use visuals as needed. Make frequent stops to check comprehension. | Visualize – (Low English proficient students who might not be able to complete the Episodic Notes graphic organizer) After listening to the teacher or another strong reader recite the poem “I Look at the World” by Langston Hughes, the students will visualize the poem by illustrating the words in each of the three stanzas. |
| **Assessment(s)** | Informal: 3 – E. notes  2 – Comparison Chart  1 – Rosa Part DDE | | |
| **Reflection** |  | | |

**Grades 6-12 ELA Lesson Plan**

**Teacher:** Tucker **Grade/Course:** 6/ELA **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_*Day Four*

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| **Unit Title:** Perspectives and Point of View | | **Corresponding Unit Task:**  Task 1 |
| **Unit EQ(s):** | 1. How do readers compare/contrast texts across different genres? 2. How do authors use different forms and genres to portray similar themes? | |
| **Essential Vocabulary** | Review Vocabulary.  New vocabulary: influences, characters, theme, stanzas, summary, plot | |
| **Materials/Resources** | Paper, pencils, pens | |
| **Activating Strategy/ Bell Ringer** | “People Mathc” | |
| **Balanced Literacy Components Addressed:**   * Reading * Writing * Word Study * Speaking & Listening   **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Common Core State Standards:**  RI. 6.9, RL 6.9, SL 6.2, L 6.6, W 6.2  **I Can Statements:**   * brainstorm ideas * discuss a topic with my classmates * examine different points of view by using tone and perspective * analyze non-fiction text from different sources and different authors   **Instructional Plan:**   * Watch video clip “Sneetches”by Dr. Seuss. * Read poem “Sneetches” pages 627-630 * Students should read the poem, “Sneetches” by Dr. Seuss and complete the four square chart below. * After exploring and analyzing all four pieces, students will independently complete the ”Conversations In Time” organizer by considering the points of view and perspectives of the authors/persons/speakers explored as if they were answering the question “Can the World be a Fair and Just Place?” Students should consider and discuss comparing and contrasting each of the different texts and their approach to the topic of fairness and justice.   *Note: Change Conversations graphic organizer to include Sneetches and move writing assignment to the back.* | |
| **Closing/Summarizing Strategy** | Four box synectic  The civil rights movement is like \_\_\_\_\_\_\_\_\_\_\_\_\_\_ because …… | |

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| **Differentiation Strategies** | **Extension** | **Intervention** | **Language Development** |
|  | Students will read ahead: Rosa Parks, Sneetches, Hughes poem (all materials to read)  Students will keep a double entry diary. | Students will read ahead: Rosa Parks, Sneetches, Hughes poem (all materials to read)  Students will keep a double entry diary. |
| **Assessment(s)** | Vocabulary quiz | | |
| **Reflection** |  | | |